



UNIVERSIDADE
NOVA
DE LISBOA

MARIE SKŁODOWSKA-CURIE INDIVIDUAL FELLOWSHIPS 2018
EXPRESSION OF INTEREST FOR HOSTING MARIE CURIE FELLOWS

HOST INSTITUTION

School of Social Sciences and Humanities | IFILNOVA Research Unit

RESEARCH GROUP AND URL

ArgLAB - Reasoning and Argumentation Lab
<http://www.arglab.ifilnova.pt/>

SUPERVISOR (NAME AND E-MAIL)

Chrysi Rapanta
crapanta@fcsh.unl.pt

SHORT CV OF THE SUPERVISOR

I am a member of IFILNOVA since 2015 working on the application of argumentation methods in educational contexts. More precisely, I am interested in adapting Toulmin's Argument Pattern and Walton's types of argumentation dialogue to serve as tools for pedagogical innovation.

ACADEMIC DEGREES

- PhD in Communication Sciences, Università della Svizzera Italiana (USI), Lugano, Switzerland (2011);
- MSc in Pedagogy and Psychopedagogy, University of Granada, Spain (2006);
- BSc in Psychology, Aristotle University of Thessaloniki, Greece (2004).

PROFESSIONAL EXPERIENCE (selected)

- Postdoctoral Researcher at IFILNOVA under the project (funded by FCT), "Learning in Communities of Practice: an argumentative approach to educational praxis" (2015- to present);
- Auxiliary Professor in Communication, Zayed University, Dubai, EAU (2012-2015);
- Assistant of Education and Research in the field of new technologies in education, Università della Svizzera Italiana (USI), Lugano, Switzerland (2008-2011).

5 SELECTED PUBLICATIONS

- Rapanta, C., Garcia-Mila, M., & Gilabert, S. (2013). What is meant by argumentative competence? An integrative review of methods of analysis and assessment in education. *Review of Educational Research*, 83(4), 483-520.
- Rapanta, C. & Hample, D. (2015). Orientations to interpersonal arguing in the United Arab Emirates with comparisons to the United States, China and India. *Journal of Intercultural Communication Research*, 1-25.



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- Rapanta, C. & Walton, D. (2016). The use of argument maps as an assessment tool in higher education. *International Journal of Educational Research*, 79, 211-220.
- Rapanta, C. & Macagno, F. (2016). Argumentation methods in educational contexts. Introduction to the special issue. *International Journal of Educational Research*, 79, 142-150.
- Rapanta, C. (2016). Professores como facilitadores de argumentação entre estudantes: Uma necessidade emergente. *Revista Portuguesa de Pedagogia*, 50(2), 41-62.

PROJECT TITLE AND DESCRIPTION

Argument-based teaching methods

Develop tools for teachers based on argumentation theory that can be easily used by them in ways that they can change the classroom environment from an "argument-free" to an "argument-rich" one. Distinction from dialogic teaching: argument-based teaching includes dialogic teaching but a clear relationship with the development of critical thinking skills must exist and be assessable for both teachers and students.

SCIENTIFIC AREA WHERE THE PROJECT FITS BEST

Social Sciences and Humanities (SOC)

OTHER RELEVANT INFORMATION

IFILNOVA offers a multidisciplinary and multicultural work environment with the highest level of indexed publications in the Faculty of Social Sciences and Humanities.